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ABSTRACT

This is a description of the objectives, program activities, and policy of an experimental curriculum development project in the war/peace field. Seven major concepts of content are defined: 1) Identity, 2) Obligation, 3) Change, 4) Power, 5) Conflict, 6) Institutions, 7) Interdependence, 8) Values and the Value Process. Rationale is that educational institutions in this country can move to institute value education in which problems of war and peace, conflict and change, are honestly investigated and analyzed in terms students can see as their own, reinforcing the intelligent and purposeful formation of individual and social values. Specific objectives of the project are listed and activities carried on in these areas are described: 1) Curriculum Unit Development, presently for grades 7 through 11; 2) Teacher Training; 3) Resource Development; 4) Community Involvement; 5) Dissemination of Information; and, 6) Evaluation. Also included is a framework of assumptions focusing on the commitment to the democratic process, and a discussion of policy guidelines on problems of educational change in the war/peace field. An outline of the structure of the Project is given as well as information on the consulting functions of the Center. Appendices include membership lists for Executive Board, Community Advisory Panel, and Consultant Panel, and diagrams of the 1971 program and the curriculum development process. Related documents are SO 001 259 through SO 001 267. (Author/JSB)

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THE DIABLO VALLEY EDUCATION PROJECT

TEACHING ABOUT WAR, PEACE, CONFLICT AND CHANGE

An experimental curriculum development project,
initiated and carried out in the schools of
Contra Costa County, California

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INTRODUCTION

IDENTITY

How do I know my own identity? What are the social roles which contribute to peace and order, to violence and war? What is the socialization process? Is an international identity possible or desirable?

OBLIGATION

What is authority? What is my obligation to a "just" authority? What are my rights and duties under the law? Is there a social contract between citizens and government? Do we need more international or world authority? What is my obligation to my fellow men throughout the world?

CHANGE

What is revolution? Is change "good" or "bad" or "neutral"? What are the processes of evolutionary change? How can I affect change? How have I changed during my life? What changes are occurring in the world today?

POWER

What power do I have? What kinds of power are there? When is the use of power legitimate? Must the exercise of power always result in violence or are non-violence and power compatible?

CONFLICT

Is conflict inevitable? Can conflict be "good"? How is conflict resolved? How can conflict be used constructively? What is non-violence? What is war?

INSTITUTIONS

Is the family an institution? How do institutions develop? How do institutions work? How is war an institution? Is peace an institution? How can social order be institutionalized?

INTERDEPENDENCE

How do nations -- and individuals -- depend on each other? What opportunities for cooperation, integration and a shared sense of community are made possible by our new technology? How does interdependence generate violent conflict, injustice and ecological disaster?

VALUES AND THE VALUE PROCESS

What are my values? Can I determine my own values or are they set for me? What is the "value process"? Do nations have values?

What specific values do I now hold in relation to: IDENTITY, OBLIGATION, CHANGE, POWER, CONFLICT, INSTITUTIONS, INTERDEPENDENCE?

What can a seven year old -- or a fifteen year old -- know about these complex ideas? How does a high school "radical" perceive the abstraction "change" in terms of his own needs and desires for change? How does a junior high student confront his own power -- or lack of power -- in his school, with his friends, as an American citizen? What is the relation between obligation and authority for a twelve year old, or for a seventeen year old? How does a young person today relate his sense of self to the need for international peace? How does a young person today relate his sense of self to the possibility for international peace?

The abstractions listed above -- seven major defining concepts within the surround of a value process -- are handles for the war/peace field. Without these handles, a student cannot adequately confront the questions above and hold on to the larger abstraction: peace. Youth today (and people generally) recognize the social and political turmoil around them and react -- many with apathy, some with frustration or with rejection and condemnation. What youth needs is help in moving beyond this state of reaction to a feeling of confidence that these problems can be solved and to an awareness of new understandings which, if applied, can help build the institutions of peace.

One answer lies with the schools, where students spend as much as one-third of their lives and where major formative patterns of behavior and belief are shaped. Can educational institutions in this country move to institute value education in which problems of war and peace are honestly investigated and analyzed in terms students can see as their own? Should educational institutions take such a step? The Diablo Valley Education Project believes they can -- and should: beginning with a simple exploration of family and peer relations in kindergarten and developing more sophisticated ideas, beliefs and skills throughout the grades, resulting finally in a generation capable of creating the institutions of peace and order so desperately needed by our society and the world.

The program that follows is a beginning, an experimental project which seeks to meet the very fundamental needs of a citizenry potentially more educable than any other in history. To deal with the pervasive and extraordinarily complex problem of war and the creation of the institutions of peace, people need to know the values on which they are acting; and they need the attitudes and knowledge with which to hold on to that complexity. The DVEP believes it can help meet and sustain many of those needs.

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THE DIABLO VALLEY EDUCATION PROJECT

To develop a variety of instructional units which reflect the goals and assumptions stated here, for use from kindergarten through the twelfth grade, on the concepts and sub-concepts that delineate the war/peace field in education;

To provide classroom materials for the appropriate grade levels based on intellectual content identified by wide consultantship with experts from appropriate academic disciplines;

To strengthen school-community relations by developing methods for preventing divisive controversy, isolation and apathy;

To help teachers gain adequate background for developing and teaching units in the war/peace field through local in-service training and through teacher-training institutions;

To prepare a curriculum guide which places basic war/peace concepts and sub-concepts at appropriate grade levels within existing subject areas, through a process of careful experimentation, testing and evaluation;

To provide, through the experiences of the Project, suggestions for other communities that wish to improve their own schools' instruction in the war/peace field; and

To assist students in becoming responsible citizens who want to work to strengthen the democratic process and to help build the institutions of peace.

<u>The OBJECTIVES above are why the Diablo Valley Education Project exists</u>.

To meet these objectives, the following PROGRAM is being implemented.

CURRICULUM UNIT DEVELOPMENT

Curriculum units for grade levels seven through twelve are written by teams of English, science and social studies teachers. The units are based on issues and topics selected to illustrate one of the seven concepts which comprise the war/peace field in education and which are the focus of the Project's "Curriculum Guide to the War/Peace Field."* Initial writing of the units is completed each spring, with evaluation and rewriting by a Review Committee of educators and war/peace experts, by Project staff, teachers and curriculum writers. Rewriting and evaluation are continued through the summer and into the following fall, when participant-teachers test the units in the classroom. After a final rewrite, completed units are ready for further testing by teachers in other areas of the country; ultimately the best units are published.

The present focus of curriculum unit development will gradually be expanded to include the other disciplines -- math, art, music, biology, psychology, etc. -- and to encompass elementary grade levels.

TEACHER TRAINING

Curriculum unit development is primarily integrated with teacher training. Teachers selected to participate in the curriculum development process are released from their teaching responsibilities to work with the Diablo Valley Education Project in workshops throughout the school year. These sessions give participant-teachers the opportunity to meet with each other, with School District curriculum consultants and with Project staff to explore the problems caused by curriculum change and the precautions required to prevent this change from causing political polarization in the community and its schools. During these sessions the teachers, in inter- or intra-disciplinary teams of from two to four members, select topics and are assigned consultants who will aid them throughout the writing of the units. Project consultants and staff provide content materials and teaching aids in the specific subject areas of the teachers' unit topics and are available to discuss the organization and development of ideas in the units.

This aspect of the Project program will be expanded to incorporate Project findings with the work of established teacher

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* Organized around the seven concepts presented earlier (see the Introduction), the Guide is used by the Project and teachers for evaluation of units developed and analysis of units needed.

training institutions. Further work involves Project consultation to the regular curriculum development training program of school districts working with the DVEP.

RESOURCE DEVELOPMENT

Criteria worksheets for analyzing materials in the war/peace field are being developed by the Project for application to the literature, audio-visual and other teaching materials available. The resulting body of classified and annotated material, specifically keyed to the basic war/peace concepts, is available for DVEP teacher use. The Project library houses sample copies of all materials referenced in developed units as well as a wide selection of literature, simulation games, audio-visual guides and other materials designed to involve students in learning about war, peace, conflict and change. Coordination of this material with school resources in the community is an important objective of this work. To insure non-duplication of energies and to be able to use other related research, the DVEP maintains a survey of international affairs related curriculum projects around the country.

COMMUNITY INVOLVEMENT

The DVEP recognizes that its ultimate success is dependent on the support of the local communities with which it works. This support can only be achieved if the community is informed about, and then involved in, the formation and articulation of Project goals and the planning of its activities.

These activities include: providing community organizations with information on programs with an international focus that can be held in conjunction with the schools; special adult education programs on topics similar to those for which curriculum units are written; student extra-curricular activity designed to involve students in international affairs discussions; problem-solving situations and organizational programs; review of Project developed curriculum units by parents and community groups; community discussion of goals, knowledge and attitudes which students need if they are to participate constructively in the democratic process.

The DVEP also sees the need to help insure that international crises become educational experiences in the schools and communities of the Diablo Valley rather than polarizing ones. Project assistance includes the development of materials on public policy issues with suggested procedures and guidelines for school use.

DISSEMINATION OF INFORMATION

An integral part of DVEP activity is the dissemination of information about the Project. Newspaper and magazine articles, a possible television series, staff and teacher attendance at professional conventions and the publication of reports on Project activity are undertaken as appropriate. Wherever possible, without compromising the experimental nature of the Project, information on results of its work is published with the goal of allowing other programs and schools in other areas to emulate applicable aspects of Project activity.

EVALUATION

Curriculum unit evaluation is an intrinsic part of the curriculum development process. Teachers make careful note of student reactions to new ideas presented in their classes and are encouraged to revise and rewrite their units after testing them in the classroom. These inputs, in combination with review by curriculum content experts, form the basis for the formal evaluation made of every unit produced through the Project.

The work of the Project is under constant scrutiny by school district administrators, community organizations, students, parents and professional educators. Without response from these groupings, formal evaluation processes are incomplete. Evaluation is therefore extended to include their reactions and ideas.

The activity summarized above represents an ambitious program; not all of it can happen at once. In the program year 1969-70, seven curriculum units were produced. 1970-71 will see approximately twenty-five teachers developing a maximum of ten units. If, of those seventeen units, five are eventually publishable, the Project will consider its work well begun. This does not imply the criticism it might appear to: experimental work assumes a high degree of seeming "failure" in order to move ahead. Guidelines will have been set, model units developed, more than forty teachers trained, and a process of curriculum development specific to war/peace topics established.

ASSUMPTIONS

Since initiation of the DVEP, through extensive discussion with educators, community leaders, parents and academics, the following ideas have evolved into a framework for Project activity. At root, these assumptions center on the first one listed -- commitment to the democratic process and democratic values. It is with this basis that the Project attempts to provide "value education:" education which, while concentrating on issues of war, peace, conflict and change, reinforces the intelligent and purposeful formation of individual and social values.

Commitment to the Democratic Process

The democratic values and governmental principles which have a strong tradition in our heritage:

> worth and dignity . . . personal freedom . . . equality and justice . . . peace . . . order . . . brotherhood . . . the general welfare . . .

are attributed to every individual and protected by:

> rule of law . . . rule by consent of the governed . . . due process of law . . . equal protection under the law . . . freedom of religion, the press, peaceful assembly, petition . . . .

War Is Neither Inevitable nor an Acceptable Alternative

War demeans all of man's values and threatens his survival as a species. Man has the ability -- and the responsibility -- to develop alternatives to mass violence as the means for securing his societies and defending his values.

World Wide Social Change Is Inevitable

Rapidly rising population, the continuing technological revolution, increasing competition for scarce resources and the rising expectations of the poor make increasing social change throughout the world inevitable. These pressures require man to modify his social institutions if his environment is to remain liveable and the world is to have peace.

America's Impact on the World

What the U.S. does -- or does not do -- has great impact on the rest of the world. Trade, aid, military affairs, international

laws, institutions and development: all are affected by America's policies. Constructive policies promoted by informed citizens and executed by our government can make the difference between war or peace, poverty or plenty, human justice or degradation.

Citizens' Responsibility

Citizens in a democracy can participate effectively and intelligently in the policy-making process when they understand the issues and have a tested set of values of their own against which they can measure policy proposals. Traditionally, citizens have left foreign affairs to the experts. Yet the quality of our foreign policy rests ultimately on the competence of our citizens to set its goals and limits.

Schools' Responsibility

The schools are charged with the responsibility of educating our young; education for active citizenship is part of that responsibility. For students to understand and accept their own responsibilities, it is essential that our schools teach the meaning of -- and respect for -- democratic values and processes. It is also appropriate for them to encourage students to explore the many causes of and possible alternatives to war.

POLICY

Change in education, as in any major social institution, should be undertaken carefully. The following cautions are evidence of Project sponsors' recognition of influences prevalent in the war/peace field which could negatively affect the work and objectives of the Project:

> The existence of organized propaganda efforts allied to various communist movements, which attempt to direct concern for peace to issues and attitudes appearing to have only humanitarian objectives but which, in effect, are designed to forward various communist partisan policies and understandings.
>
> The tendency in the United States to see the various communist countries as a single, unchanging entity, uniformly dedicated to establishing a world communist system: a view which allows the term "communist" to block constructive thought, particularly on issues related to war and violence.

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Those views which totally reject war but offer no responsible alternative measures or policies which would preserve the security of our society and the democratic values that are its heritage.

The polarization between those who regard the school's only legitimate function in this field to be the teaching of a patriotic obligation to support our national leaders in whatever military activity is deemed necessary and those who, in their zeal to change United States foreign policy, recognize no obligation to support our nation's democratic decision making process.

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APPENDICES

THE DIABLO VALLEY EDUCATION PROJECT

TEACHING ABOUT WAR, PEACE, CONFLICT AND CHANGE

APPENDIX I - DIABLO VALLEY EDUCATION PROJECT STRUCTURE

EXECUTIVE BOARD

MARGARET BRANSON	Educational Writer; Member, History Education Project, American Historical Association
GWYNETH G. DONCHIN	(on leave) Initiator and Former Director, Diablo Valley Education Project
ROBERT FREEMAN (DIRECTOR)	Western Area Director, Center for War/Peace Studies; Director, Diablo Valley Education Project
CONSTANCE L'AVENTURE	Supervisor, Teacher Training for the Social Studies, University of California at Berkeley
GEORGE LARSON	Chairman, Social Studies Department, Pleasant Hill High School
DAVID MARVIN	Department of International Relations, San Francisco State College
GEORGE McCLELLAN	Former Director, School Services, Berkeley Region, Foreign Policy Association
WILLIAM NILAND (CHAIRMAN)	President, Diablo Valley College
JOHN PORTERFIELD	Professor, Political Science Department, Diablo Valley College
LEE THOMPSON	Consultant in Secondary Curricula, Mt. Diablo Unified School District; Chairman, California Curriculum Correlating Council
WILSON YANDELL, M.D.	Child Psychiatrist; Lecturer, School of Education, University of California at Berkeley

COMMUNITY ADVISORY PANEL

KARL DREXEL	Superintendent, Contra Costa Junior College District
FRANCIS EBERT	Superintendent, Lafayette School District
RICHARD FOSTER	Superintendent, Berkeley Unified School District

FLOYD MARCHUS	Superintendent of Schools, Contra Costa County
JAMES MERRIHEW	Superintendent, Mt. Diablo Unified School District
LELAND RUSSELL	Assistant Superintendent, Acalanes Unified School District
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JOAN BONDURANT	Professor, Political Science Department, Institute of International Studies, University of California at Berkeley
RICHARD BRODY	Professor, Institute of Political Studies, Stanford University
PAUL EKMAN	Medical Psychologist in Residence, University of California Medical Center, San Francisco
JACK FRAENKEL	Associate Professor, Interdisciplinary Studies in Education, San Francisco State College
RALPH GOLDMAN	Professor, Political Science Department, San Francisco State College
AUBREY HAAN	Professor of Educational Administration, San Francisco State College
PORTIA B. HUME, M.D.	Director, Center for Training in Community Psychiatry and Mental Health Administration, Berkeley
OLIN KIRKLAND	Department of History, Bakersfield College
RICHARD LAGERSTROM	Research Associate, Institute of Political Studies, Stanford University
DAVID MARVIN	Department of International Relations, San Francisco State College
EUGENE MIHALY	Associate Director, Institute of International Studies, University of California at Berkeley

DEREK M. MILLS — Executive Director, Project Equality Northwest

ROBERT C. NORTH — Director, Institute for the Study of Conflict and Integration, Stanford University

ROBERT PICKUS — President, World Without War Council of the United States

JOHN RASER — Western Behavioral Research Institute, La Jolla

PHILIP SIEGELMAN — Professor of Political Science, University of California at Berkeley

WILSON YANDELL, M.D. — Child Psychiatrist; Lecturer, Department of Education, University of California at Berkeley

MARVIN ZETTERBAUM — Professor of Political Science, University of California at Davis

CONSULTING AGENCY

The Center for War/Peace Studies is a consulting, research and resource agency focusing its efforts on improvement of education about war, peace, conflict and change. The Center provided administrative and consultative support for several DVEP pilot programs from 1967 to 1969. The Project is now formally affiliated with the Center; the relationship between the two groups is a close-working one designed to facilitate the work and interests of both.

The Center was founded in 1966 by the New York Friends Group, Inc., with the purpose of ". . . engaging in non-profit, non-partisan work, dedicated to the improvement in the quality and scope of the war/peace field." The New York Friends Group, Inc., is a national non-profit research and consulting organization chartered in New York State and concerned with a broad spectrum of educational activities. It carries on its work through publications and special projects and through programs with educational institutions and voluntary organizations. The New York Friends Group, Inc., is an operating foundation under the Tax Reform Act of 1969 and contributions to it are deductible for Federal Income Tax purposes.

The Center for War/Peace Studies maintains a national office in New York City and publishes two periodicals, Intercom and War/Peace Report, in addition to its other educational activities.

APPENDIX II - DIABLO VALLEY EDUCATION PROJECT 1971 PROGRAM and CURRICULUM DEVELOPMENT PROCESS DIAGRAM

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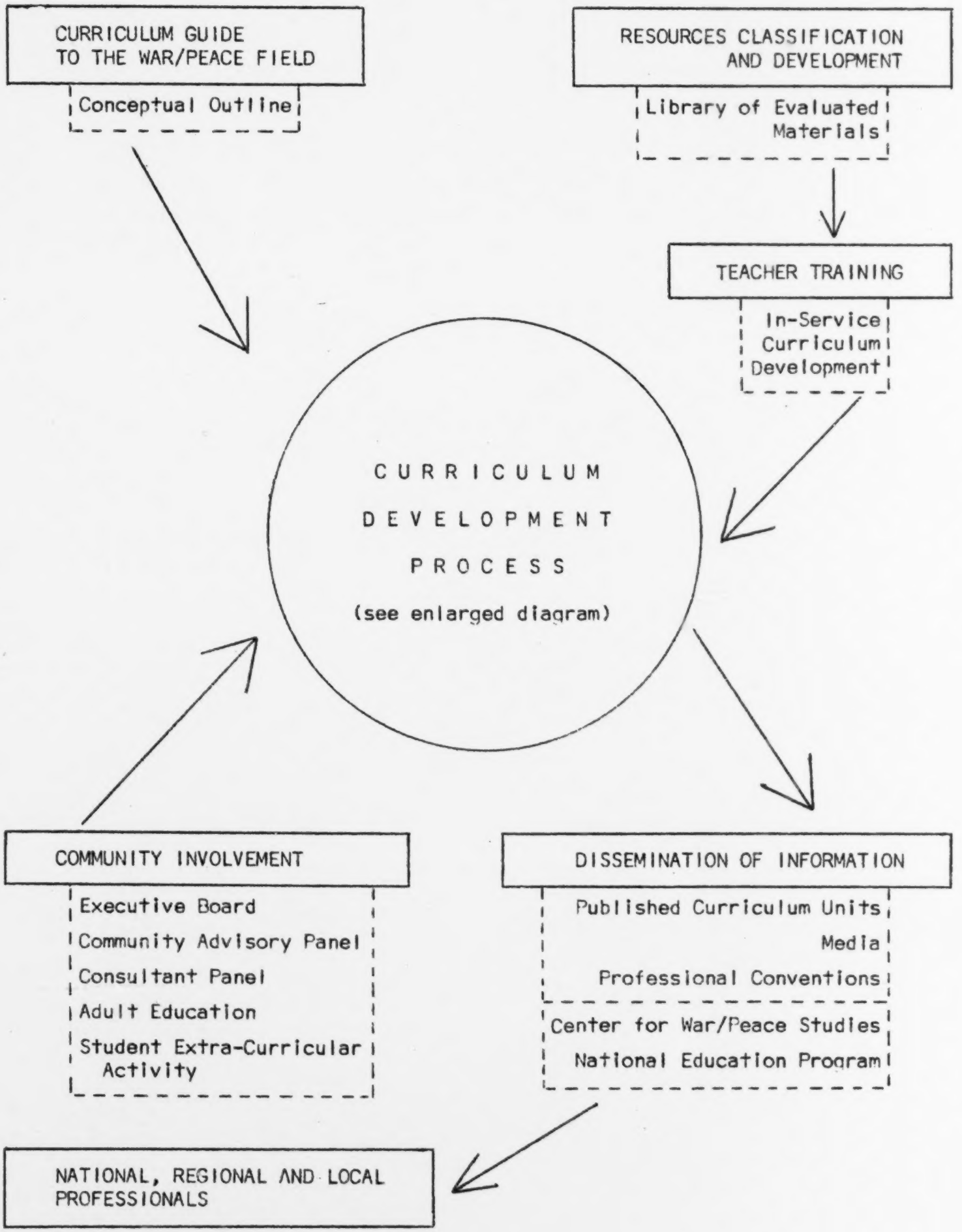

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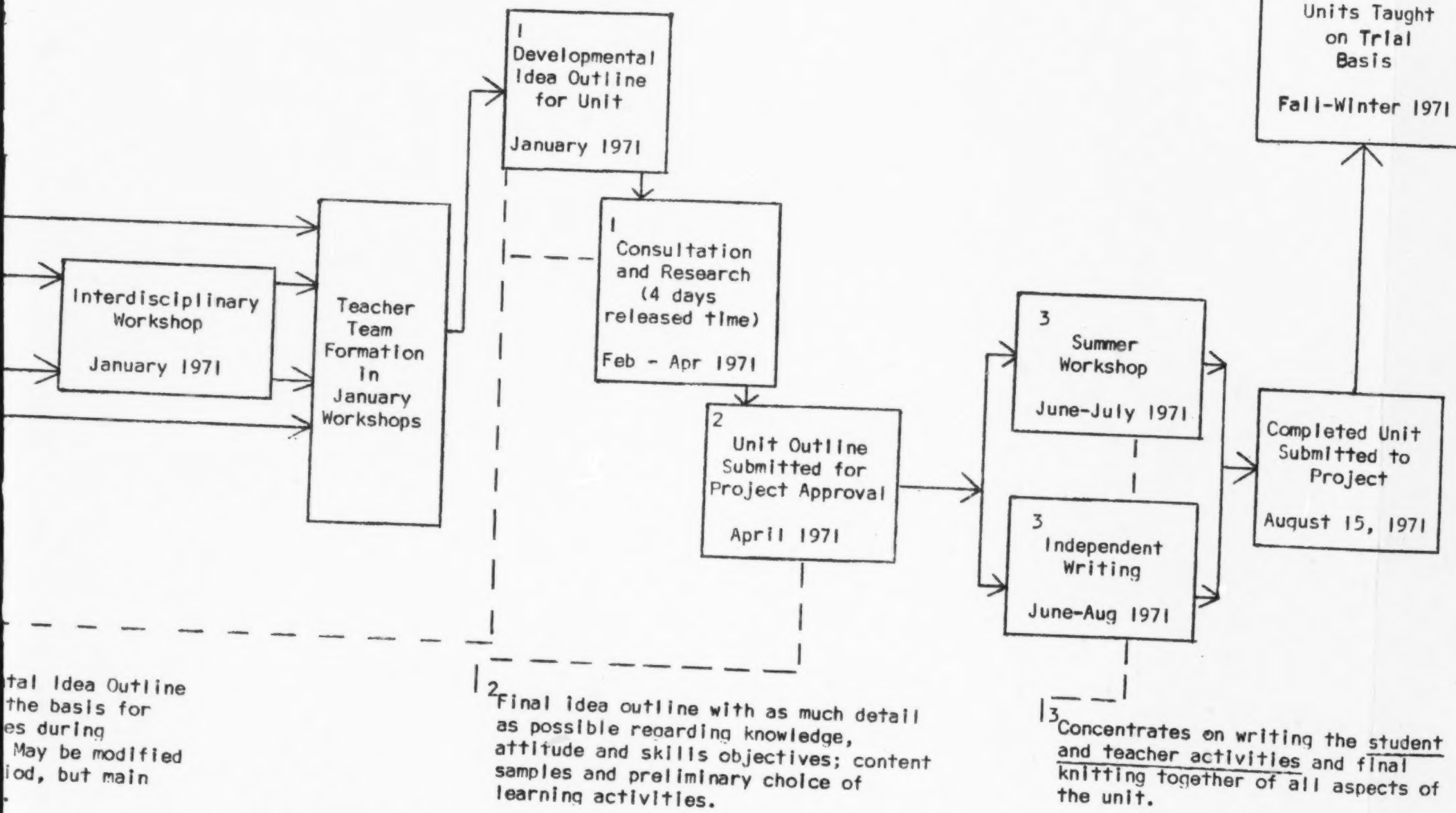
THE DIABLO VALLEY EDUCATION PROJECT

CURRICULUM DEVELOPMENT PROCESS DIAGRAM - 1971



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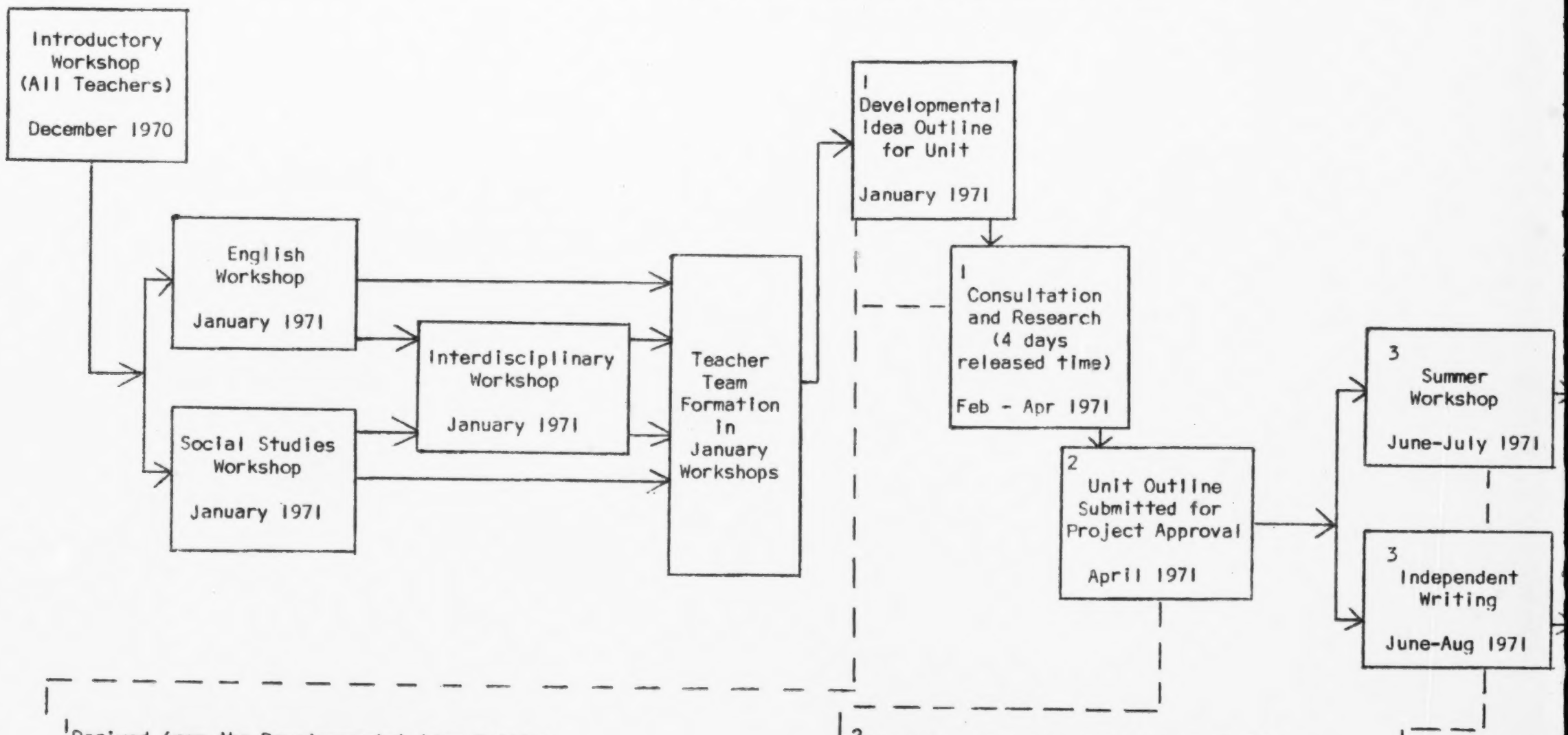
2 Final idea outline with as much detail as possible regarding knowledge, attitude and skills objectives; content samples and preliminary choice of learning activities.

3 Concentrates on writing the student and teacher activities and final knitting together of all aspects of the unit.

THE DIABLO VALLEY EDUCATION PROJECT

CURRICULUM DEVELOPMENT PROCESS DIAGRAM - 1971


Introductory Workshop (All Teachers) December 1970
English Workshop January 1971
Social Studies Workshop January 1971
Interdisciplinary Workshop January 1971
Teacher Team Formation in January Workshops
1 Developmental Idea Outline for Unit January 1971
1 Consultation and Research (4 days released time) Feb - Apr 1971
2 Unit Outline Submitted for Project Approval April 1971
3 Summer Workshop June-July 1971
3 Independent Writing June-Aug 1971
1 Derived from the Developmental Idea Outline on Conflict, to be used as the basis for selections of content samples during consultation and research. May be modified as required during this period, but main ideas should not be changed.
2 Final idea outline with as much detail as possible regarding knowledge, attitude and skills objectives; content samples and preliminary choice of learning activities.
3 Concentrates and teacher a knitting toge the unit.